***GRASPS Frame***

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| ***G***  Real-World **Goal** | For students to explore and gain knowledge of what makes a community. The difference between communities and how the students want their classroom community. |
| ***R***  A meaningful **role** for the student | The students will be taking on different roles within the community. Some of these roles are Mayor, Citizens, Safety Officers, and more. The students will investigate and learn what each role in the community does. Students will take a look at primary sources of different communities to learn about different communities in different places. They will use their knowledge to come up with how they want their community to run. |
| ***A***  Authentic real-world (or simulated) **audience** | Being in a military community, students come and go constantly. Future students entering the community will be able to view and learn about how the community works and operates through the brochure the students make. |
| ***S***  A contextualized **situation** that involves real-world application(s) | The students will be working in groups. Within each group, students will take on different roles of the community (Mayor, Safety Officer, Citizens.) to learn the importance of each individual role. Students will use the information they obtain through research of the different roles to complete and present their community brochure. |
| ***P***  Student-generated culminating **products** and **performances** | The students will be creating a community brochure for their classroom/school community. Students will debate and consider the differences in different communities. Students will decide what makes a community run, and how the community brochure will be put together for future students arriving to their community. |
| ***S***  Consensus-driven performance **standards** for judging success | Students will be given oral instruction along with videos and images of several different communities. Students will have a rubric with what is expected and required in their community brochure. |